

STANDARD III: Structural Components

Student Ratios:

Level 3:

- Requires Student/Licensed School Counselor Ratios to be at **400/1** or less.

Level 4:

- Requires Student/Licensed School Counselor Ratios to be at **375/1** or less.
- Provide your school's overall School Counselor/Student Ratio.

*List and describe any other school personnel's role within your school's CG Plan, e.g., career center director, School Psychologist, guidance clerk. Such additional personnel cannot be included in the licensed school counselor to student ratios, but they do provide important supplemental service for Comprehensive Guidance Programs.

Funding & Budget:

Levels 3 & 4:

- Requires that the guidance team has worked with the district and school administration to establish a budget that adequately supports the CGP.
- Provide an example copy of prior year's projected & actual budget showing budget items spent within the rules and regulations of the Utah CGP Model, and demonstrating school (e.g. Principal) & district support (e.g. ATE Director).

Example: Provide a summary budget sheet using Excel with projected funds being spent under the acceptable categories described in the Utah State Board of Education Rule R277-462, Comprehensive Guidance. Each column could be identified as personnel, guidance curriculum, computer equipment, supplies, etc....

[*Sample Summary Budget Sheet*](#)

Structural Components:

Level 3:

- Requires a breakdown of a school's Guidance Dept. and facilities, including but not limited to, separate School Counselor Offices, an inviting outer welcoming area, conference room, and Career Center/Area.

- Requires evidence of adequate or full-time clerical support.
- Adequate computer facilities, software, and assessment tools to run the CGP
- Provide extended days or hours aimed at benefiting students & parents through appropriate and adequate funding.

Level 4:

- Requires all of the above items, plus, requires a CGP to have computer facilities, software, and assessment tools available to students and personnel (i.e. Career Center staffed with Career Aide with computers available to students before, during, and after school with Career Assessment Software).
- Requires effective use of technology such as an updated Counseling Department Website to communicate with parents, students, and faculty.
- Describe or provide tour of CG Center (offices, welcoming area, conference rooms, Career Center/Area, classrooms, clerical support, and hours of availability).
- Discuss &/or provide information on computer availability, software components, and career assessment tools.
- Display counseling center &/or school's website as it related to the CGP. (Level 4)

Example of a Standard III Document:

Student Ratios

Licensed Counselor to Student Ratio is 425/1

or

Licensed Counselor/Student ratios is 525/1, but counselors are supported by the school psychologist, career center director and a guidance clerk

Funding & Budget

A copy of the 2002-2003 Comprehensive Guidance Projected Budget and Actual Budget are included within (Excel Spreadsheet).

Structural Components

Welcoming Area - We have been fortunate at RHS to have the structural and building space to be able to provide a large and spacious welcoming area for students and parents, with comfortable chairs, inviting environment, 2 full time staffed secretaries on either side to greet parents or students upon entrance.

Separate Offices – Each counselor, ATE Coordinator, and school psychologist has their own individual office to meet confidentially with students, parents, teachers, or others as needed.

Additional Rooms – The RHS Counseling Center has a conference room, testing supply room, and separate student file room.

Career Center Computer Lab – RHS has a state of the art computer lab (30 computers) equipped with new computers, including access to echoices, laser printing capability, assessment inventories, ACT Prep Test software, resume writing software, and Internet access to the RHS Website and on-line registration.

Career Center Classroom – As part of our Career Center at RHS, teachers can bring students down as a class to conduct research on the latest job and career opportunities available to current students. Research can be done through various forms of literature, magazines, brochures, college catalogs, career guides, or via the Internet.

Clerical Support – Our clerical team in counseling consists of 2 full time secretaries available in the counseling center (North Station & South Station), as well as, 2 part time secretaries available in the RHS Career Center.

Career Center Hours – Career Center hours are available during regular contract hours (7:00 am to 3:00 pm), but can be extended to 4:00 pm if requested.

Counselors Hours – RHS Counselors and School Psychologist are available from regular contract hours (7:00 am to 3:00 pm), Monday through Friday, and also provide other available times throughout the school year.

Counselors work an additional 15 ½ days during the summer to arrange for student and scheduling concerns before and after the school year. Counselors also provide evening and weekend hours through evening orientations, parent-teacher conferences, alternate testing dates and times, financial aid & scholarship seminars, and evening registration dates and times. Extended Hours are funded through Comprehensive Guidance Funds at In-Service Rate for Non-SEOP items, hourly for SEOP sessions, or principal after-contract hours for other assigned duties.

Counselor Availability – The RHS Counselors have adopted a policy of having an open door during all hours of the day, except for when a crisis or serious confidential matter or concern develops. This allows RHS Counselors to be available to students who are in crisis or in immediate need during all hours of school. Counselors can be reached for an appointment by phone @ 256-5820, or via email through their direct address located on the RHS Counseling Center Website @ <http://www.rhs.jordan.k12.ut.us/counseling>.

Additional Components:

School Guidance Team – Describe how the program has addressed recommendations from last review:

Example: Last Site Review marked down for overall student/counselor ratios, so the school hired a full time counselor or intern.

School Guidance Team – Describe new program goals:

Example: To lower our overall student/counselor ratios, and effectively evaluate each grade level's career assessment inventory with a student survey.

Improvement Plan Component:

Example: In lowering our overall student/counselor ratios, it will provide each counselor with more individual time with each student and their SEOP Conference. This additional time will be valuable in helping assist and direct a student's post high school plan (DRSL – Lifelong Learning).

Example II: In providing a state of the art career computer lab, students have the opportunity to spend either required or voluntary time exploring careers, building resumes, scholarship exploring, or building a Powerpoint Presentation for a class. This assists student with building technology skills needed with (DRSL) "Critical Thinking".